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Science and Education Administration

extension review

Community
Outreach



review

Key Ingredients for Community Development

Helping local communities improve their job and income opportunities, strengthen their problem-solving capabilities, and enhance their services and facilities are the objectives of Cooperative Extension's Community and Rural Development (CRD) programs. Needs relating to these public sector concerns are why Extension has made CRD one of its major emphases.

For communities to achieve these objectives requires five essential ingredients. As noted in the following discussion, Extension's educational responsibility relates directly to four of the essential ingredients and indirectly to the fifth.

The **first** essential ingredient is for communities to truly achieve their goals and be the kinds of places where people want to live and work is for them to have capable leaders comprising a broad, viable leadership base. Extension has been a master at teaching leadership skills since it began. The complex arena in which today's community leaders must operate requires the best of skills. Extension has a responsibility to give special attention to providing training and enhancing experiences which will further develop these leadership skills and broaden the community's leadership base.

A **second** essential ingredient is for communities to have effective community organizations and local government structures. Most community decisions come up through a group and are finally acted on by local government. If the group and structure doesn't exist or isn't functioning, don't expect much to happen. Extension has a lot to offer in helping groups know how to organize and function and in training local officials and strengthening local governments.

A **third** essential ingredient is for the community to have knowledge and understanding of its opportunities. What's possible? How are other communities handling the problem? Is it technically and economically feasible? What's the impact? Who pays, who benefits? These are the kinds of questions community leaders are asking. We have a whole host of research projects and analytical models that can help communities understand their options in order to be in a position to make better decisions.

Adequate capital is the **fourth** essential ingredient. Although Extension does not fund projects, it can help in identifying alternative sources of funds and in mobilizing local resources. As more authority and responsibilities are shifted back to the local level, communities are going to be challenged to accept and make the most of this opportunity.

Technical assistance, the **fifth** essential ingredient, is needed to support community projects. Here again Extension has an opportunity to provide such help directly, as well as to help the community link to technical assistance available through skilled people from federal, state, and local agencies and the private sector.

Extension is only one of many who can contribute to each of the above essential ingredients. But it is an important contributor and, as many other assistance programs are cut back or phased out, communities are going to have even more need to capitalize on their own capabilities and mobilize their own resources.

Extension workers in county, area, and state offices often know "what" must be done in communities. It is frequently another matter, however, to grab hold of "how" to address these problems. Extension agents and specialists need "handles" to catch hold of "how" to do Extension CRD effectively.

Some catchable handles are held out for our consideration in this issue of *Extension Review*. Some of these ideas could provide the "how" for your CRD programs — *John S. Bottum, Deputy Administrator, CRD, SEA-Extension.*

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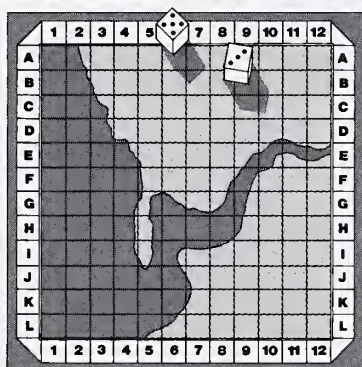
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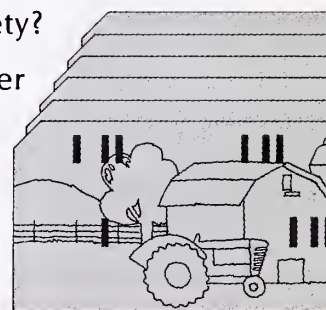
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extension review

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Extension Outreach In Boston's Chinatown

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Three times a week the men and women arrive at Suffolk County Extension Service offices in Boston. They talk with animation in their native Chinese dialects until Marilyn Lee-Tom arrives. Then, the bilingual workshop begins.

"You are looking for a job. Ask me for a job," Lee-Tom says to one of her students.

"I am looking for a job," the student replies in a quiet, hesitant voice.

"What kind of job? Do you have any experience?" Lee-Tom asks. After a brief pause, the student replies, "I am looking for an easy job."

Lee-Tom smiles, and there is quiet laughter from some of the 30 other people. Then, in rapidly spoken Chinese, she explains that a person doesn't ask for an "easy job," but instead asks for a job that "does not require any experience."

"I am looking for a job that does not need any experience," the woman then replies.

The men and women in this beginning/intermediate bilingual workshop range in age from early twenties to late forties. They are all immigrants to this country from Vietnam, Hong Kong, China, Taiwan and other places in Southeast Asia. Some of them already have jobs, but often only the jobs that are traditionally open to non-English-speaking immigrants—restaurant work for the men and garment factory work for the women.

Although they bring much of their Oriental culture with them, Southeast Asian immigrants to Boston's Chinatown need help adjusting to their new Western environment. Marilyn Lee-Tom (left), home and community program specialist, Suffolk County Extension, provides a helping hand to residents there through programs and workshops on language, crime prevention, consumer education, health, nutrition, housing, and gardening.

The individuals who don't have jobs yet are usually the more recently arrived immigrants. They are anxious to learn English as quickly as possible in order to get such jobs as bank clerk or secretary.

Lee-Tom is the Home and Community Program Specialist for the Suffolk County Cooperative Extension Service in Boston, Mass. Her primary responsibility is to provide Extension educational information to the 15,000 to 20,000 residents of Boston's Chinatown, the fourth largest in the Nation.

Language Barrier

Lee-Tom focuses on the traditional Extension concerns of meeting the needs of people by giving them up-to-date information on a variety of topics. She could communicate all the necessary information in Chinese, but Lee-Tom realizes that her clients need to learn English to deal with the world outside of Chinatown.

Lee-Tom teaches the regular, bilingual workshops so that her clients can learn English words and sentences that will allow them, for instance, to return defective merchandise, or apply for a job, or communicate with a doctor.

"My goal is to try and help them in their transition from a totally Asian culture to the Western culture," Lee-Tom says. "I'm not trying to change their identity; I'm trying to help them deal with the problems that come up in living in this country," she explains.

The immigrants face many problems in trying to adapt to the United States. Their main obstacle, of course, is the language barrier. This

leads to problems with finding jobs and housing, as well as with shopping or conducting other business outside the supportive Chinatown environment.

Each year Lee-Tom surveys her bilingual workshops to find out what issues they want to focus on and learn about. Her most recent survey indicated that her clients need information on health and safety (such as poison prevention, and over-the-counter drugs,) consumer rights, labor and immigration laws, insurance, and crime prevention.

Lee-Tom writes fact sheets in Chinese on these topics, designs her bilingual workshop teaching plans to cover these areas, and organizes special one-time programs or workshops with guest speakers on some subjects.

Lee-Tom also notes needs that her clients have, but do not directly mention. For instance, when she started with the Suffolk County Extension Service as an EFNEP nutritionist, Lee-Tom noticed that many of the women in her cooking classes talked with each other about problems they were having at home adjusting to living in the United States, especially in coping with feelings of isolation and learning to deal with doctors and schools and other institutions.

When her position changed, and Lee-Tom became an Extension agent in the home economics department, one of her programming efforts was to set up a support group with Asian women. The group met weekly to discuss differences between Oriental and Western cultural expectations and how these differences were affecting relationships in the women's families.

Speaking both English and Chinese, Lee-Tom teaches a class on what it takes to be "smart" consumers in the United States. Through such bilingual education, students can learn English and citizenship at the same time.



Lee-Tom worked with the group for a few weeks to help establish guidelines and develop an understanding about the purpose of a support group. Since then, the Asian women have taken on the responsibility of the weekly meeting themselves, coming to Lee-Tom occasionally for advice on guest speakers.

Residents of Chinatown hear about the Extension programs through word of mouth, brochures, leaflets, and posters.

Housing Problems

Perhaps the greatest problem Asians face in Boston is the housing situation. Unfortunately Chinatown is in an area that is bounded by Boston's theater district, the Southeast Expressway, the Tufts New England Medical Center, and numerous governmental buildings.

Each of these districts is growing and encroaching on Chinatown. As the real estate is becoming more valuable, apartment buildings are torn down to make way for new construction, or rents are increased to reflect a growing demand for housing by people who work in the area.

The housing problem is something that is impossible for Lee-Tom to attack directly. "It would be nice if I could wave a magic wand and come up with suitable housing at a reasonable price for everyone who wants to live in Chinatown," she says.

However, as part of a pilot project called the Citizen Involvement Training Project (CITP) Lee-Tom is working on community organization in Chinatown. The emphasis is on helping Chinatown residents organize themselves to tackle the housing problems.

CITP is a special project, sponsored by the Massachusetts Cooperative Extension Service, funded primarily by a Kellogg Foundation grant, and designed to help Extension agents learn how to meet the needs of communities through a range of social intervention skills.

Community organization is an especially challenging goal because of the cultural differences in Eastern and Western societies. "Traditionally, people in the Asian community do not want to make a fuss," Lee-Tom says. "They would be willing to move out rather than stand up for their rights, but there is no place for them to move.

"Also," she continues, "when they have problems with landlords—or any kind of institution—they feel inhibited, as if they don't have a right to question or make complaints. It requires a lot of teaching to help them understand that they have rights as consumers. At first, they are usually shocked they can do something like challenge the gas company or a landlord," she says.

Other Programs

As part of her Extension outreach effort, Lee-Tom has organized educational programs on tenants' rights, including a forum that featured a tenants' rights lawyer and an individual from the Chinese Tenants' Union. In addition to her Extension activities though, Lee-Tom spends time after work serving on the Chinatown Housing Task Force and various community boards.

Charles Yergatian, director of the Suffolk County Extension Program, credits Lee-Tom with the success Extension has had in reaching out to the Asian community. "She knows the community well, and is respected by the community members," he explains. "She tailors her educational activities to meet the most pressing needs of the Asian people."

Lee-Tom, who speaks three dialects of Chinese, grew up in the Asian community here. "I immigrated from Hong Kong when I was 5 years old. When I was growing up, there were no special social services for my family to turn to. We relied on a network of family and friends when we had problems," she says.

Unit pricing is an important lesson for the new immigrant. At a supermarket, Lee-Tom shows students how to get the most for their money by examining unit prices and product labels.



One example of where Lee-Tom's knowledge of the community and how to reach it paid off involved a crime prevention workshop. Crime is a major problem in Chinatown, with people frequently being robbed at home, or mugged on the streets. At one time, another agency tried to run a crime prevention program in the Castle Square Project near Chinatown, where half the population is Asian. Only a few people showed up though, and the agency told Lee-Tom, "There is no problem with crime. If there was a problem, people would have shown up."

But Lee-Tom knew better. She rang doorbells, distributed leaflets in Chinese, and told everyone she knew that she would run a crime prevention program. "By doing that kind of thing, that draws a crowd. When we had the Castle Square workshop, we drew 200 people," she says.

Primarily, the workshop opened up communication between those tenants and the police department. "The Asians living there had already taken on the responsibility of locking their homes," Lee-Tom says. "Some had even bought guard dogs and window bars. The police discussed the effectiveness of those types of security measures and made some more suggestions. But the police also came away with an understanding of the needs of the people and soon after that, the foot patrol in the area was increased," she says.

Since the 1960's, the population of Chinatown has doubled, and "Chinatown proper" now is populated by predominantly elderly and newly arrived immigrants—two groups with very acute needs.

"What's unique about the Extension program is that our services are very broad," Lee-Tom says. "We deal with adolescents, we deal with the elderly. We deal not only with health problems, but with naturalization and any other problems that come up," she says.

Other special workshops and topic areas that Lee-Tom focuses on in her Extension efforts include:

American labor laws—including discussions on minimum wage requirements, what unions are and how they operate, and working condition regulations.

Health care workshops—including discussions with dentists, nutritionists, social workers, doctors, and pharmacists about health issues.

Right: Making a house call, Lee-Tom instructs a new mother concerning health care and nutrition for her infant.

Lee-Tom teaches Asian gardeners about nutrients they must add to infertile city soil in order to grow vegetables native to China.



Environmental adjustment—in which Lee-Tom takes groups on trips in and around Boston to familiarize them with the subway and bus system and introduces them to such low-cost or no-cost social activities as visiting parks and museums.

Newly arrived immigrants—including programs which introduce them to, and familiarize them with, community services.

Immigration and naturalization—includes discussions with agency officials who explain the laws and procedures. "Many of the immigrants don't feel comfortable until they are citizens here," Lee-Tom says, explaining the high interest for this topic.



Chinatown residents are concerned about security and crime prevention. Because there is only one monthly newspaper in Chinatown, Lee-Tom must visit residents personally to inform them about Extension's crime prevention program.

Urban Gardening

Although Lee-Tom is the person primarily responsible for programming in the Asian community, the Suffolk County Extension Service Urban Gardening program has tried to meet the special needs of Asian gar-

deners as well. Of course, they have needs similar to those of other urban gardeners—how to make the most efficient use of a tiny plot of soil in the inner city.

Chinatown gardeners are generally meticulous, often spending long

hours watering their plants and plucking insects off by hand. They usually grow the special Chinese vegetables, such as bok choy, that are an integral part of their diet but are expensive to buy here. However, many of these vegetables are members of the cabbage family and prone to clubroot, which withers up the roots and at least reduces productivity, if it doesn't kill the plant.

Last summer, Patrick Chow, a student, worked with the gardeners in Chinatown. The Urban Gardening Program already had a fact sheet written in Chinese on clubroot, but when Chow read it, he discovered that it was aimed primarily at people with container gardens and recommended sterilizing soil in the oven.

"No wonder we were not getting a lot of response from people in the Asian community," says Stewart Jacobson, urban gardening coordination. "They must have thought we were crazy to recommend they bake all their garden soil in the oven."

Chow rewrote the clubroot fact sheet with recommendations for applying lime and wrote a fact sheet on using fertilizers. He also worked with the Asian gardeners in the community, conducting garden clinics, giving pH test demonstrations, and answering questions about any gardening problems.

Suffolk County Extension Director Yergatian says he will continue to support his staff's activities to reach out to Chinatown residents. "We are making a concerted effort to reach all of Boston's special populations," he says. "We feel we are reaffirming Extension's tradition of reaching out with specific problem-solving and educational information to the people who need it most." □

The Challenge of a New Audience—State Legislative Staffs

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A new audience for Cooperative Extension—members of New York State legislative staffs—boarded a chartered bus early one morning last summer. They spent the day viewing trends and problems in land use, local government, housing, economic development, and community services in an expanding rural-urban county.

Before the tour ended that day, these staff members talked to a wide variety of individuals owning land, working in local government, and making community decisions. They saw a great number of changes and trends in land use and community services, all of which have an impact on their job in a much larger decision making sphere.

The legislative staffs, rather than legislators themselves, were selected for a special tour because these staff members have the primary responsibility to research and develop legislation.

Purpose

The tour shared with legislative staffs problems faced by community leaders, farmers, and local government officials. The tour committee hoped that the variety of stops on the tour and visits with resource people would give staff members a much better understanding of problems at the local community level. Thus, the staff members could deal with these problems better when they formulated policies for legislation.

The 23 tour participants visited with:

A county supervisor, and former state legislator, who described the changes during the past decade in a formerly rural-suburban community. The supervisor discussed trends in land use, the vast decrease in the number of active farms in that township, and conflicting pressures on all community services, especially education.

A father-and-son fruit operation, well managed, but now facing increased urban pressures, including development of a large housing complex adjacent to their orchard.

A vegetable and fruit grower marketing through a large roadside market operation, who described escalating land costs, increasing taxes, vandalism, labor problems, and the impact of shifting land uses in a former rural community.

The co-owner of a large agribusiness, providing fertilizer, seed, lime, and herbicide services to not only farmers but community groups and local governments in a 19-county area.

The group also visited a solar-heated/cooled town government office building to discuss how local governments are meeting the service needs of residents while trying to stay within manageable budgets and increased operating costs.



Participants

Tour participants were New York State Senate and Assembly staff members from the agricultural, environmental, consumer, and local government committees and staff directors for individual legislators. These people advise senators and assembly members on various aspects of economic development, land use, housing, and community services. They are responsible for research into existing concerns, problems, and possible solutions relating to a variety of community factors. Based on the best knowledge obtainable, they assist in developing policies that result in legislation impacting on community problems and concerns.

Planning and Implementation

To insure its success, a considerable amount of planning went into the tour. Involved were representatives from the College of Agriculture and Life Sciences at Cornell University, representatives from the state legislature, and county Extension personnel.

The committee visited with all speakers at the stops before the tour to explain its purposes and the topics they might cover with participants. A "dry run" of the tour route was made several weeks in advance to finalize timing and transportation routes and make final luncheon arrangements. The staff developed a tour booklet as a reference for use during and after the tour.

Evaluation

Participants could express their reaction to the tour by completing an evaluation form. Comments on the evaluation form included:

"The tour was an excellent opportunity to leave the government world behind and hear what the real farmer is actually thinking. Material was presented in such a way that even one who isn't familiar with agricultural problems could easily understand."

"Tour was excellent in content and personalities. It was very informative to hear farmers speak of their problems and attempts at solutions."

"All the people we spoke with were very willing to discuss both strengths and weaknesses of their situations—I was impressed."

"One major strength of the tour is that through participation my awareness of the concerns of the agricultural community has heightened."

Implications for Cooperative Extension

As a result of tours held in the last 3 years for New York State legislative staff members, it is evident that Cooperative Extension has both the resources and the ability to carry out educational tours for this key audience.

Cooperative Extension can provide an educational base through unbiased information to decision-makers. By identifying and building on opportunities to work with legislative staffs, valuable educational inputs can be made into public policy decisionmaking. □



Extension Teleconferencing in the 1980's

Stu Sutherland
SEA Information
Washington, D.C.



Travel has always been "a part of the job" for Extension agents and specialists as they reach out to people in the communities of county or state—or when they interact with counterparts in subject-matter areas at regional and national meetings.

Think, for a moment, about what you have heard lately regarding ever-tightening travel budgets. Then, think back to that last national meeting you attended and the amount of time you spent away from the office and family. Think, too, about costs incurred for that one meeting with the round-trip ticket, hotel bill, and food.

An estimated 600 Extension educators from across the country had similar travel costs on their minds when they got together last November for a 2-hour give-and-take conference. They watched and listened to a panel of experts who discussed and questioned some ideas concerning different ways to hold "get-together meetings" in the future.

One of the unique things about this particular conference was that very few of participants traveled any great distance from their office to take part, and it didn't take a big chunk out of their travel budget to attend. The topic for the conference is the title of this article, and the key word "teleconferencing" tells you how it was held.

All systems are go, and SEA-Extension's teleconference is on the air. Appalachian Community Service Network (ACSN) program director David Crenshaw (center) and crew monitor the signals at WETA-TV's station control room in Northern Virginia.

Panel participants included Lorne Parker, director of instructional communication systems, University of Wisconsin Extension; Cordell Hatch, coordinator, Radio/TV/AV, The Pennsylvania State University; Hal Morse, director of the Appalachian Community Service Network; and Ann Rideout, associate director, Connecticut Cooperative Extension Service. Betty Fleming of SEA-Extension, Family Education was moderator and USDA liaison for the project. Family Education, SEA-Extension, and the Appalachian Community Service Network cosponsored the program.



If the conference's purpose had only been to inform and instruct potential Extension users about teleconferencing, the 54-live-site network would have been enough. However, another aspect of the learning event went a few steps beyond one-way communication. This second purpose involved presenting as complete a demonstration of the use of the medium as was practical, so two-way communication—audio interaction—was planned for members of the 1981 Extension Committee on Organization Policy (ECOP) Home Economics subcommittee.

Thus, at 11 of the live sites, special amplified microphone equipment was provided so that the subcommittee members could take an active part in various segments of the broadcast, specifically during question-and-answer sessions. The 11 locations were designated as "active" sites. This did not mean that other people could not take part in question-and-answer sessions—call-in participants from live sites were included in the broadcast, and a few questions were asked by members of the studio audience at the originating broadcast location.

The equipment and connections to the active sites required a different audio network. The second network involved coordinating "land-line," or telephone-delivered, voices with satellite-delivered video. It even required the development and installation of some new audio delay electronics, since two satellites were involved, to accommodate a "double hop" time problem. The full audio network was pretested for equipment and procedure checks 10 days before the broadcast. With the exception of one active site, Nebraska, which had technical problems, all active sites asked at least one question during the November 20 broadcast.



Teleconferencing is the next best thing to being there. Above top: Ted R. Holmes, communications division leader (left) and Denver T. Loupe, vice chancellor/director, Louisiana-Extension, participate in the conference from Louisiana. Above: Helen E. Bell, home economics program leader, Pennsylvania-Extension, listens in from her home state.

"Live" and "Active" Sites

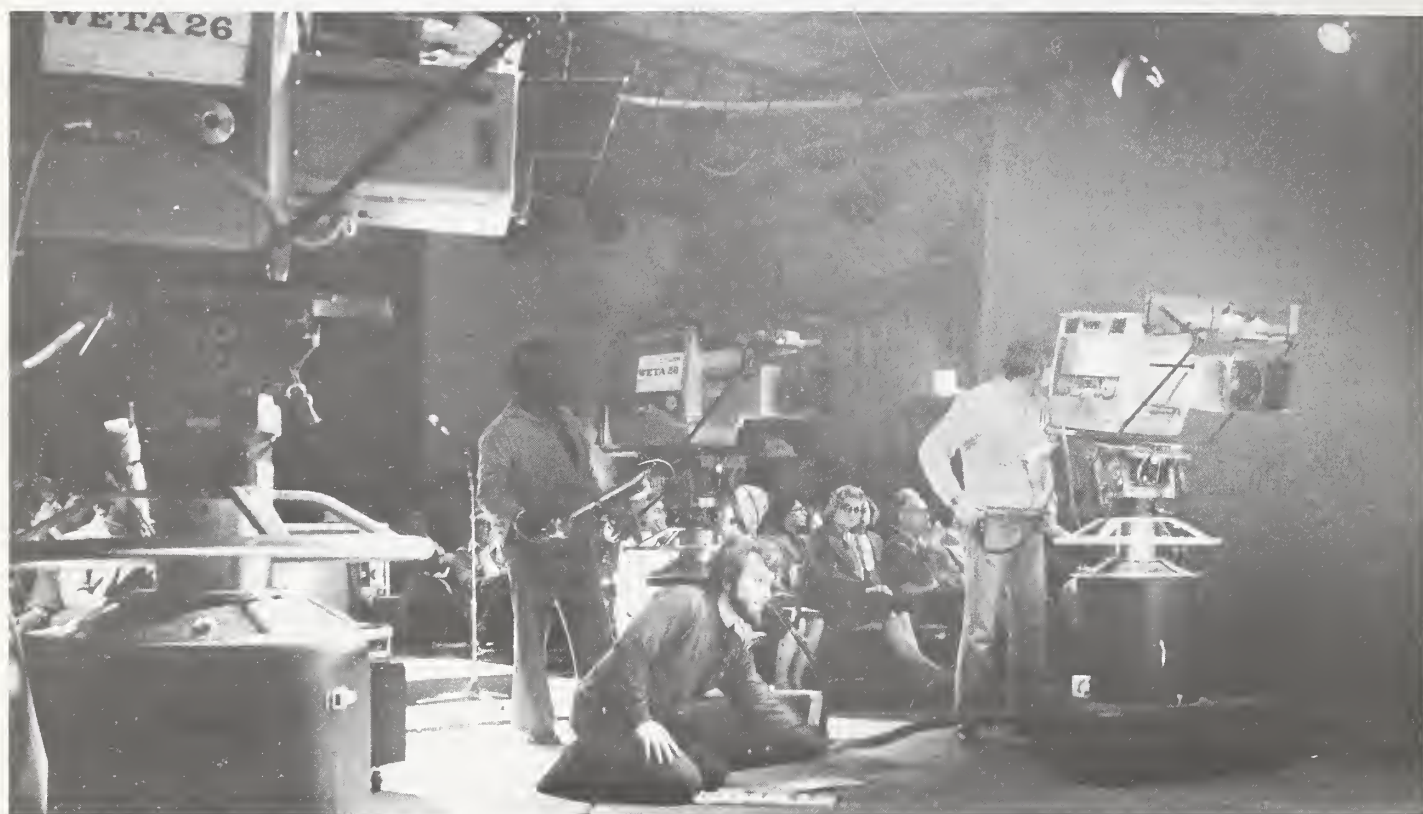
Those 600 Cooperative Extension participants, the majority of whom are involved in Home Economics Education, gathered at 54 "live" sites (mostly at cable or public broadcasting stations) to watch a live television program that originated from a public broadcasting station television studio in Virginia. A studio audience of about 75 interested and involved government officials and other guests watched the five-person panel live as they appeared before the TV cameras.

The broadcast had a special network all its own, with pictures and sound beamed up and down through two satellites for viewer-participants in almost all of the states.

Planning such a network began several months before the actual broadcast with more than 1,000 phone calls to locate and confirm viewing sites in 49 States and Puerto Rico. (A 2-hour video tape of the program was shared with staff in Guam, the Virgin Islands, and Hawaii.)

Opposite: With teleconferencing, Betty Fleming, SEA-Extension Family-Education-Washington, D.C., can be in two places at once.

California Extension Staff view Fleming live from their receiving site at Channel 6, Sacramento (top), while SEA and USDA staff and guests at the Virginia studio watch in person (bottom).



The ECOP-Home Economics subcommittee members at the active sites were also involved in two other primary parts of the broadcast. During the program opening, they were polled by location from east to west to help show the national scope of the coverage. Near the end of the program, subcommittee members were polled again for an instant analysis segment of the broadcast—a very quick, but effective feedback that directly related to the concept of this pilot broadcast.

Feedback

The instant feedback was only a small part of the total evaluation planned for this first-of-its-kind national conference. An evaluation factsheet was sent to participants in advance, and 40 states responded after the telecast. Twenty-eight found the teleconference useful, while 12 said it had been somewhat useful. Nearly all who responded wanted more teleconferencing opportunities. Participants judged the op-

portunity to “see and feel” teleconferencing as the most useful aspect of the pilot broadcast.

As a part of the evaluation process, participants were asked if they had questions about teleconferencing that were not answered. Respondents’ questions were generally in three categories: The need for more information about costs and cost effectiveness; the methods involved, including the development of software and in-house training; and



organizational processes needed to implement future teleconferencing at state, regional, and federal levels. They also wanted to know what help would be available from the federal level.

Costs

Many of the questions on cost have to be answered with a few qualifications. For the pilot national teleconference, a summary of costs shows a total figure slightly over \$21,600. That total was offset by \$5,000 of "seed" money provided by the SEA-Extension Family Education staff. The Appalachian Community Service Network cosponsored the teleconference, using some funds from a public telecommunications grant. The grant enables them to encourage government and other groups to try this form of communication.

Based on an estimated participation of 600 people, the average cost per participant comes to \$36. That is a rather startling per person cost—compared to the cost of your last trip to a national meeting. However, some costs do not show up in the total figure.

Costs involved in setting up two networks for this one broadcast would be necessary if a similar state or regional network was already in place. Other variable costs include the complex equipment involved and time-use charges for satellite and other services.

As communications technology advances, teleconferencing should become cheaper and more readily available. For example, the rapid expansion of cable television is greatly increasing the ability to deliver satellite signals to selected parts of the country.

But even if they become cheaper and easier to use, video teleconferences are not the answer to every communication problem. By their very nature, they are not suitable for fast-breaking news discussions—except for commercial network news, which has sufficient budget and equipment.

Other Methods

There are many other variations of providing distant education to people in long-distance meetings.

The other general type of teleconference, in its many forms, would be an audio teleconference, which is essentially a sophisticated conference call. Audio teleconference equipment is less expensive than video equipment. Fees, such as telephone line connections and line-use charges, are also less expensive. When the equipment is in place, as it is in many states, participants find it

easy to use, and audio conferences can be set up very quickly.

A pilot project on audio-teleconferencing in Vermont has demonstrated that portable conference telephones, equipped with amplifiers and microphones, are both an economical and satisfactory substitute for face-to-face meetings and workshops.

Vermont figures indicate that the cost for an Extension specialist to conduct an evening workshop in a county averages about \$214, while actual cost to install a portable unit in a county office is a \$50 one-time charge—an evening half-hour conference call costs about \$5.50. The specialist stays "on campus" and conducts the workshop from his or her office with a phone call.

Another advantage is the use of outside speakers otherwise unavailable. During a Vermont workshop on community development, an expert addressed the session via phone from her home in Montana.

Where some visuals are mandatory to an audio teleconference—such as an explanation of a scientific finding, for example—methods and equipment such as slide sets, film, or video tape are available. "Electronic blackboard" equipment is also available so that a diagram drawn at one location can be seen by audio-teleconference participants at another location. A form of television called "slow scan" video, which shows a new picture every 30 seconds, can be used when limited dissemination of visual information is required.



Spontaneity was the key to easy interaction between panel members in Virginia and participants at the 54 receiving sites across the country. From left: Fleming, panel moderator, awaits ACSN program director's signal—indicating a question from one of the sites—as panel members Hal Morse, ACSN, Anne Rideout, Connecticut-Extension; Cordell Hatch, Pennsylvania-Extension; and Lorne Parker, Wisconsin-Extension, continue their discussion.

Advantages and Disadvantages

All forms of teleconferencing have advantages and disadvantages. Cost effectiveness can go either way, depending on both equipment and the time and travel involved in conferences. Potential users should carefully evaluate needs and goals to determine what teleconferencing application best serves their purpose.

The November national video teleconference event has generated a great deal of interest and activity. Those who planned and executed it, as well as those who viewed and participated in it, learned much from the experiment.

Evaluation opinions on the conference were mixed. Some wanted the broadcast to be longer to allow for more question-and-answer time, and some felt it should have been shorter. There was general agreement that some of the visuals used

were ineffective and should have been redesigned for a video broadcast format. Some participants felt that more visuals should have been used, or that the broadcast could just as well have been an audio teleconference reinforced with slides.

This evaluation of the video teleconference will enable those involved in future teleconferencing to better plan and execute all phases of their conference or educational activity.

Future Plans

Activity here in Washington on teleconferencing continues since the broadcast. A selected group of people from various parts of SEA, who were among the live studio audience, participated in a critique discussion the next day. Out of their deliberations came the decision to hold a short workshop in late January for further discussion. At the workshop an analysis of the November teleconference was presented,

including some of the initial evaluation and feedback from participants as well as suggested future activity.

The report is undergoing serious study, and steps are being taken within SEA to seek out or anticipate the kinds of meetings and conferences that might lend themselves to some type of teleconferencing application.

Answers are being sought on equipment and facilities—both available and planned—and their costs. Answers are also needed to questions concerning software development, training, and the cost effectiveness of any step that is considered.

In short, the book on teleconferencing has not yet been written, but we know a lot more now than we did before November 20, 1980.

We Need Your Help

You can help us write the book. We would be most interested in your ideas and about your experience with teleconferencing. Won't you take the time to write us a note with your comments, suggestions, and questions?

Betty Fleming, SEA-Extension, Family Education, Room 5407-S, USDA, Washington, DC 20250, is especially interested in your comments about further programs for Family Education. Eldon Fredericks, SEA-Information, Room 436-A, USDA, Washington, DC 20250, is devoting time to all applications of new technology to improve communications.

Please contact either of them. A copy of the teleconference evaluation report has been sent to each State Leader for Home Economics.



Teleconference Technique Turns Out Nebraska Dairy Producers


Dan Lutz
Extension Editor
and
Foster G. Owen, Don J. Kubik
Extension Dairymen
University of Nebraska-Lincoln



Providing effective Extension educational programs for Nebraska dairy producers is often difficult. Spiraling travel expenses, sparsely located dairy farms, and relatively few Extension dairy specialists have forced the staff to select only a few, more densely populated dairy areas for meetings.

To solve this problem, the Nebraska staff developed a modern communications approach to conduct 20 to 25 all-day meetings in a week's time. This has been accomplished by holding several meetings simultaneously.

At the primary meeting location the program is presented "live." At the other meetings, or "satellite" locations, synchronized slide-tape presentations are shown simultaneously with the live meeting. Using this method, the staff has reached one-third of the dairy families who produce two-thirds of Nebraska's milk in a single week's period of time.



This system is easily adaptable to many types of programs, using equipment generally available in county Extension offices. Based on this experience, the potential for increased effectiveness and efficiency is good. The Nebraska system is outlined here to assist other Cooperative Extension Services with planning future programs.

Program Presentation

As many as six meetings per day were held. At the live meetings, the program followed exactly the same time schedule as that for the satellite meeting's tape-slide presentations.

Twice during the day's programs a conference telephone connection was made among all the meetings being held that particular day. The conference telephone connections were for two 30-minute periods following the morning and the afternoon programs. During these periods, questions were received from all meetings and were directed by a moderator to the specialist in each subject area. The specialist's response to questions was carried over the telephone network to every satellite as well as in the live meeting.

For primary meetings, amplifiers were used on the tape players to provide necessary added volume. The tape players and speakers were also used for added amplification of the conference telephone reception at the larger meetings. The equipment needed for this program was readily available, since all Nebraska county Extension offices have the tape players and carousel-type slide projectors. They can easily be synchronized for this type presentation.

Conference Telephone Network

The conference telephones were either loaned by the University telephone office and moved from location to location with the tape-slide set, or rented from local telephone companies. This program delivery system was relatively trouble-free. A few tapes parted, but these were mended on the spot and the program resumed.

Command slides instructed persons running the program when to change tapes and slide trays. At the beginning of the slide set, the speaker appears, introducing himself. At the conclusion of each talk, the speaker indicates who the following speaker will be for the next program event. The staff previewed the dairy training sessions for the meeting hosts prior to carrying the program out into the state. And some county agents and dairy plant field staff, although unfamiliar with the program, hosted certain meetings. With the programmed instructions, these staff members successfully conducted the program at the satellite locations.

Any lag-time between presentations and the beginning of the question-and-answer sessions was utilized for accumulating questions on cards and for making necessary announcements.

The program consisted of a 1½-hour session in the morning and another similar session in the afternoon each day. After each session, the live meetings were linked with the satellite meetings for the live question-and-answer session. The conference telephone and amplification arrangement allowed all persons to hear questions and answers from each of the linked meetings, regardless of location.

Certain staff specialists could not attend all of the live meetings. At these times the specialists were on the phone line in their Lincoln offices so that they could answer directly questions from conference participants. This allowed certain research-teaching faculty, who could not otherwise participate, to contribute their expertise.

Question-and-Answer Sessions

All conference telephone calls originated at the University of Nebraska switchboard in Lincoln. A test telephone hookup was established before the morning program each day. This test time also served as a short orientation period for those responsible for running the various satellite meetings. The conference call for each question-and-answer session was established about 15 minutes before the conclusion of each half-day session, allowing the hookup to go live as soon as the last meeting site's program concluded.

During the question-and-answer session, all persons at each location could ask questions using the microphone on the conference telephone, or they could write their questions on cards. Only two or three questions in succession were allowed from a specific location. This resulted in a continuous rotation between meetings.

One staff member at the primary location served as the moderator and kept the system operating smoothly. Interaction was strong and most morning question sessions were concluded for lack of time rather than questions. Remaining questions were carried over to the afternoon session. The costs for the conference telephone call for the question-and-answer sessions was about \$4 per 30-minute period per location.

The conference telephone system functions more smoothly if at least one individual in the program is familiar with its operation. Each location has a back-up telephone so that conversations regarding any problems that developed could be resolved while the network was being established. The telephone system was very successful—communication was lost partially only twice during the 100 conference calls held over the 2-week period.

The phone system intrigued the audience, and the interaction of dairy producers—some separated by nearly 400 miles—seemed to add appeal. Conversations seemed more relaxed on the second usage and the conference telephone developed a warm personality.

This technique has been used a second time with only one modification—one staff member was present at each location each day and ran the program and conference telephone. This was even more trouble-free than the live-satellite organization. This procedure will be repeated in the fall of 1981 for another set of meetings

The following Nebraska faculty staff participated in the program: Phil Cole, Extension dairyman; Larry Larson, physiologist; Franklin Eldridge, animal geneticist; Stan Waller, food technologist; Duane Rice, Extension veterinarian; Dennis Erickson, animal pathologist; Earl Dickinson, head, Department of Veterinary Science and Irv Omtvedt, head, Department of Animal Science; Gerald Bodman, Extension agricultural engineer; Jim Randall and Bart Stewart, Department of Agricultural Communications; and Dorothy Johnson, University Telecommunications Center. □



Acting Without Words

Wayne Brabender
Information Specialist
University of Wisconsin—Extension

For years, 4-H agents have gone to school to recruit new 4-H members. Agents could talk to elementary students about 4-H during classes and answer their questions.

Now the school doors are closing in Wisconsin. Because of tighter curricula, school administrators are saying "no" to organizations that want promotion time with students.

But Kermit Graf, 4-H and youth agent in Walworth County, has "mimed" his way back into local schools. Last October he made an offer to school officials that they couldn't refuse. In exchange for some teaching in the basics of theatre, he wanted a chance to promote 4-H.

The response to his "Mime in Your School" proposal was overwhelming. During the following 2 months, he gave over 100 performances in 25 public and private schools for 3,000 kids—nearly half the elementary school children in the county.

What is Mime?

Mime is one of the oldest theater art forms; in Greek, the word means "to imitate." Graf calls it "acting without words."

In mime, the actor's face is painted white and his eyes and mouth are accentuated with red and black lines. Movements of these parts of the face are exaggerated to help the actor communicate with the audience.

Graf, 28, minored in theater at the University of Wisconsin—Milwaukee, where he was introduced to mime during an acting class. He later studied with Reed Gilbert of the Wisconsin Mime Theater.



Each of Graf's "Mime in Your School" performances lasted about an hour, and class sizes ranged from 20 to 50. Schools selected the classes that participated. Sometimes it was just a creative writing class, other times all the third graders. One school wanted all the kids to see his program, so Graf gave nine perform-

ances in a single day—one every hour

A Typical Performance

At St. Mary's Grade School in Burlington, Graf presented a typical program. He opened with these four mime skits:



"The Mad Doctor"—Graf pretends to cut open a patient with a scissors and take everything out. He pulls out the intestines and swings them around his head like a lasso. He uses his own hand to represent the patient's heart.

Sixth grader Adam Verzal said, "I knew he was a doctor because of the coat he wore. That was the only prop he had. He faked everything else."

"Man in the Box"—Locked inside an imaginary box, Graf feels all around for a door, then makes his hand into a saw to cut his way out.

"Weight Watcher"—Graf-the-dieter is hungry. He tries not to eat, but soon ends up digging into the refrigerator with great relish.

"You could tell what he was doing by what he did with his hands," said first grader Billi Breitsrecher. "And he moved his eyes funny."

"The Babysitter"—Baby bites the sitter's finger and wets on his lap. He's about to kill the kid when the baby's parents come home.

After these four skits, Graf involved each participating class in theater games. The older St. Mary's students tried exercises that actors often use to relax before going on stage. In one exercise they acted as though they were hanging over a clothesline. Graf gathered the younger children into a circle, where they pretended to pass around a hot potato, some runny green slime, and a 100-pound bag of sugar. All the St. Mary's students were asked to stand in pairs and pretend they were in front of mirrors. One student would move part of his body while the other would follow the motions.

Graf's mime show impressed the St. Mary's kids, who said they told their parents about the program. Eighth grader Buffy Schiestle, who wants to major in drama in college, said, "It's neat the way he did it . . . you could understand without any props or words."

St. Mary's principal, Sister Joselda Kuhl, said, "It's amazing how much the children picked up without words. They were impressed by the show. It was a good experience."

After each of his performances, Graf briefly described 4-H to the students. He asked those already in 4-H to raise their hands and tell what they did in 4-H. Graf then directed the kids interested in joining 4-H to talk to any of the current members. "This really made the 4-H'ers feel important," Graf says.

Graf estimates that 200 new members were recruited through his mime program this year. One 4-H club reported that 20 new families had joined 4-H as a result. In one school district, he noticed a marked increase in the number of older members.

Another important side benefit was the personal contact he had with school faculty, who found out that "4-H is more than taking a cow to the fair," he says. Some teachers still call him for more information on 4-H. Others have since served as resource people for county 4-H activities.

And then there was the special day he performed for all 200 kids at the Wisconsin School for the Deaf in Delavan. "Kids at other schools would say 'thanks' after my performances," said Graf. "But the deaf children, especially the little ones, came up to shake my hand and they were doing little mime things for me in appreciation."

Graf will share a description of his "Mime in Your School" program, as well as two booklets he's prepared on improvisation and theater games. Single copies are free. Contact him at Walworth County Courthouse, Box 1007, Elkhorn, WI 53121; phone, (424) 723-3838. □

Industrial Development— Citizens Plot a Community Course

Guy Webster
Extension Information Specialist
University of Arizona

One big challenge facing the small towns in Arizona is a shortage of jobs. Many other rural communities in the Southwest and nationwide face the same problem and hope for the same solution: economic development.

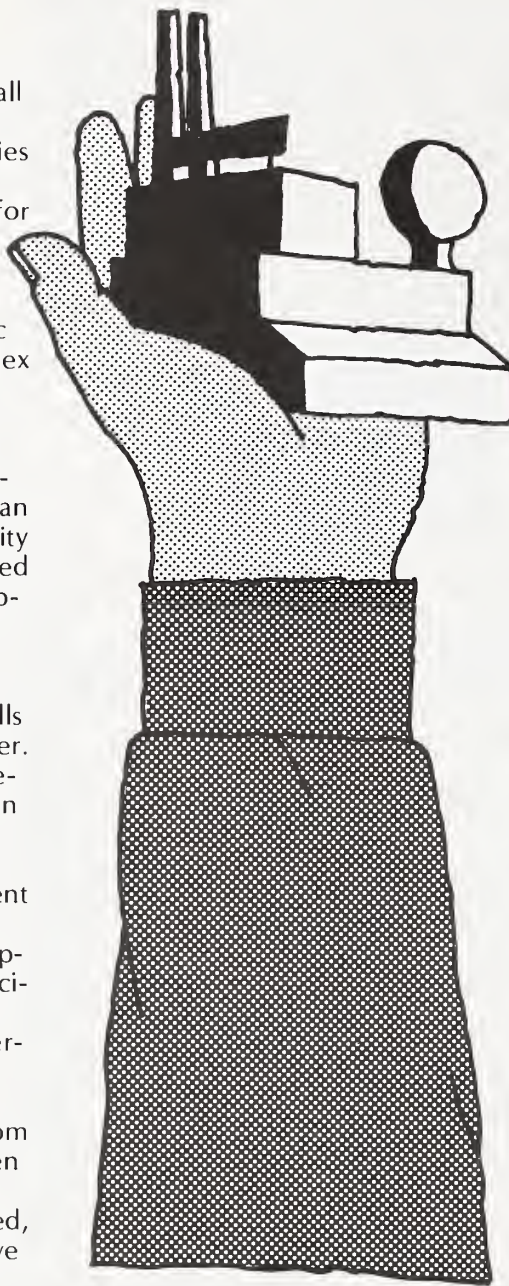
Most have learned that economic development can be a long, complex process.

Four years ago, Edward Parmee, an Extension community development specialist, was meeting with an Eloy, Arizona, group on community improvement projects. He described to them a new economic development course tailored to Arizona towns.

"That sparked our interest," recalls Len Fuller, former Eloy city manager. So Parmee arranged for the three-part, six-session course to begin in Eloy.

The Arizona industrial development course does not start with an assumption that industrial development is right for every town. Participants examine the conditions of their own town and consider alternatives for economic growth.

By 1980, 302 community leaders from 42 Arizona communities had taken the course. Several of the towns where the course has been offered, such as Kingman and Payson, have since attracted outside businesses and industries that mean a lot of new jobs. For other towns, success has been a better understanding of the strengths and resources available in their communities.



"Some courses about industrial development are presented as a kind of game plan—you learn the rules of the game and how to win," says Parmee. "This course helps you see whether you should pursue economic development at all and what kind of industry fits the needs of your community. It focuses on the community and its people rather

than on the game of industrial development: the tricks, the strategies, the scores. This is a broader and healthier orientation."

The course introduces theory about economic interdependence on a local level, in industrial site-selection, and how to plan local promotion to attract new industries. Unlike others, this course focuses the theories upon conditions in the participants' own town through assignments and group sessions. It stresses the diversity of the total community's needs.

A day-long workshop based on a detailed case study of an Arizona town caps off the course. In it, participants apply principles learned from the textbook, guest speakers, and group sessions to some practical community decisionmaking.

Development

The Arizona course grew out of a 1973 regional pilot project, the Rural Industrial Development Correspondence Course and Workshop. Both used the 220-page text, *Bringing in the Sheaves*, by John R. Fernstrom, former national leader for the Extension economic development program.

Following evaluation of the pilot project, University of Arizona (UA) community development specialists Edward Parmee, Rudy Schnabel, Robert Lovan, and Eldon Moore revised the initial correspondence approach. They prepared a structure of workbook materials and group sessions to supplement the text, plus the case study workshop, based on a real Arizona town, to culminate the course.

Schnabel has incorporated the Extension course into a three-phase industrial development process. Education is the first phase. "But the process is incomplete if you just stop there: what good is it?" Schnabel says.

Phase two is establishing a legally and fiscally responsible industrial development corporation, representative of the total community. Phase three is organizing and training a sales team to be the action group for impressing industrial prospects and broadening community support.

The phase-one course includes information about the later phases, although some communities provide industrial development organizations before members go through the educational phase. UA Extension specialists assist communities with all three phases.

Schnabel and Parmee wrote a series of 10 "Community Guide" information packets about industrial development. The guides outline criteria for judging what kind of industry, if any, would fit a community, and steps of organizing for industrial growth. They are available from any of the six Extension Community Development offices in the state.

Schnabel particularly emphasizes the potentials of home-grown industries that fit local resources or needs and of service industries, which are creating more jobs nationally than manufacturing industries are. His tenth "Community Guide" focuses on home-grown industry.

Successful Communities

Many towns where citizens have taken the Extension course have success stories to tell.

Community leaders in Casa Grande used phase-three material to train a sales team which has helped attract three industries with more than 300 new jobs to the area.

The town of Gilbert at the edge of the Phoenix metropolitan area has followed all three phases of the program. With a population of 5,000 and climbing, Gilbert is trying to manage the type of future growth the town will experience.

Twenty community leaders completed the Extension industrial development course beginning in 1979. They and others then formed and incorporated the Gilbert Economic Development Association. Last winter, Schnabel helped train a sales team, recruited primarily from the course participants. The team works closely with the planning and zoning commission and the chamber of commerce.

People who took the course in Kingman became a strong force in the Chamber of Commerce's industrial development effort. "We learned that industrial development is a pretty involved task. You don't just put up a sign and 2 or 3 weeks later break ground for a factory," says former Kingman Chamber of Commerce leader Alan Rings.

Within 5 years, however, the industrial development effort added more than 100 jobs to the economy of the 7,500-person city. New industries included a uniform maker, a carpet factory, a shop that builds and repairs automobile turbochargers, and a woodworking plant that manufactures furniture for hotels in Las Vegas, Nevada.

In Payson, Magnaphase Industries has purchased property for a 50- to 100-job electronics plant. City Manager Jack Monschein attributes some of the momentum for industrial development of the Extension course offered in Payson 3 years earlier. Schnabel is now working closely with a temporary task force appointed by the mayor to investigate ways to improve Payson's economy.

Accreditation

Undergraduate or graduate college credit is available from the University of Arizona or Arizona community colleges for completion of the course. Both the Arizona Real Estate Department and the American Industrial Development Council have accredited the course.

Frank Mangin, of the Governor's Office of Economic Planning and Development, says "One of the greatest values of the Extension course is that it is done *in* the community. It is complementary to the work we do. Of course, a lot depends on the person who puts on the course. Those [Extension] guys are really good at this."

Measuring the success of industrial development work is difficult, Mangin continues. "A good prospect for a town may only come down the pike every two or three years or so. The rest of the time it may not make much difference. But if you don't have this type of group, you may blow the opportunity when it comes."

The spinoff benefits may be just as important. "The lessons learned in organizing the promotion of industrial development have many other applications in community improvement," says Mangin. □

The Local Government Dilemma

Theodore J. Maher
Program Leader, Local Government
SEA-Extension



Part-time leadership in thousands of local governments can no longer rely on hunch and intuition in understanding citizen needs, allocating budgets, estimating revenues, locating physical facilities, or delivering services.

Sharpening strategies for community and economic development has become a bigger task than advertising a hospitable tax climate. For the "citizen politician" it is a complex balance of labor supply, social services, energy resources, and environmental protection. The ability of rural communities to attract jobs and business investment and to develop a better quality of life for citizens is in large measure related to local government capacity to furnish health care, water, sewerage, recreation, education, roads, energy, emergency medical care, law enforcement,

fire protection, and other services. Dominating the whole local government scene is the ends-means squeeze—the fact that many localities are in or approaching financial trouble. The Cooperative Extension Service has responded. Arizona, among other state Extension operations, has set up collaborative projects to get at the facts, issues, and options for dealing with problems of economic growth and total community impact.

At the same time and with growing frequency, technical issues appear on local government agendas. Racing against short lead times, strapped for professional staff support, confronted with high turnovers and an overload of demands for decisions, local governments have particularly acute problems in delivering the performance that is expected.

Local governments need help. Fundamentally, they need professional assistance of the all-purpose kind. They need problem solvers who are able to identify alternatives, to talk the local officials' language and meet deadlines. Many local governments, even the larger ones, do not have the ability to search for solutions short of hiring consultants. Because they lack staff, decisionmakers find it difficult to take advantages of cost-saving opportunities. This situation adds up to an immense demand on the part-time or volunteer management that exists. It brings into question the adequacy of community institutions, local methods of decision-making, and access to adequate information sources.

The 1970's saw a strong general movement within the Extension system toward community and rural development efforts culminating in a rural development policy and a flurry of allied "capacity building" activities. Some striking examples include, work being performed at Oklahoma, Florida, and South Carolina Extension offices to develop computer-based systems for assessing the costs and benefits of alternative local service delivery arrangements in emergency medical care, refuse collection, and others. The list could go on.

Circuit-Rider Concept

Another approach to capacity building gaining increasing popularity, is for a number of small communities to share the cost and the time of a circuit-riding manager. If effectively organized, this shared-administrator model can provide professional and technical help and quicken the pulse rate of change. Research performed by the International City Management Association indicates that the circuit-rider approach is most appropriate for

jurisdictions under 10,000 in population and most prevalent in those under 5,000.

The circuit-rider concept is compatible with the stresses faced by community leadership in local governments and it is well suited to the opportunistic play of issues on the local agenda. A mayor in Pennsylvania explores the possibility of acquiring a demonstration grant for garbage incineration. Officials in a Nebraska town must find solutions to street paving, sewer, and growth problems. Local leaders in a Colorado town have to find some answers to percolation problems in the town's sewer lagoon. Many elected officials have problems with solid waste management, inadequate tax resources, land-use management, and others.

With competing citizen needs and contradictory opinions coming from various sources, how does the local official obtain objective advice on which to base decisions? The circuit-rider system favors a flexible, issue-oriented arrangement where organized information and technical assistance are matched to the immediate action needs of localities.

Circuit-Rider Case Examples

Because of these advantages, local governments are beginning to utilize circuit-riders, although the scale is modest and experimental. In Colorado, North Carolina, and Nebraska, there are lively circuit-rider programs that link councils of governments and local governments in dealing with growth management, zoning issues, financial management, and capital programming. In Oklahoma, the State Department of Community Affairs coordinates and helps pay for five circuit-riding managers. Some Maine communities have been pace setters in contracting with a private firm for the

professional services of a circuit-riding manager. The Cooperative Extension Service in Pennsylvania offers localities consultation on establishing and operating a circuit-rider program. In Massachusetts and other states, a circuit-rider program has broken the ice for regional cooperation on solutions to problems shared by the localities served.

At the Oklahoma State Cooperative Extension Service a new variation on the theme has been created through the use of circuit-riding "technology agents." Rather than employing a generalist manager, cities in four states utilize a "technical" person, backed by Extension, to deal with science- and technology-related local issues.

The Extension Role

As local governments deal increasingly with problems of choice, a system for getting at better information can reduce uncertainty and contribute to decisionmaking. This is what lies behind the circuit-riding concept. As far as it goes, it has some potential for assisting local leadership. But that potential, as things now stand, is quite limited. For the most part these shared administrators lack adequate linkage to state-of-the-art research and informative programs bearing on user needs. Lacking this connection, innovation and local officials are poorly coupled and therefore the circuit-rider will be less effective. Moreover, many communities don't know how to get a circuit-rider program initiated.

There is a role for Extension in all of this. It can be a four-part initiative that provides for:

- An Extension consultant relationship with communities on initiating a circuit-rider program. The

SEA-Extension Community Resource Development (CRD) staff in Washington, D.C., has assembled a packet on circuit-rider programs and features.

- Action on the part of Extension to bring local governments priority needs to the attention of experimental stations and other university research resources. Research results could be exchanged using workshops and training sessions. In Missouri, Extension and Cooperative Research have linked to generate a steady stream of "science and technology guides" based on common community needs.

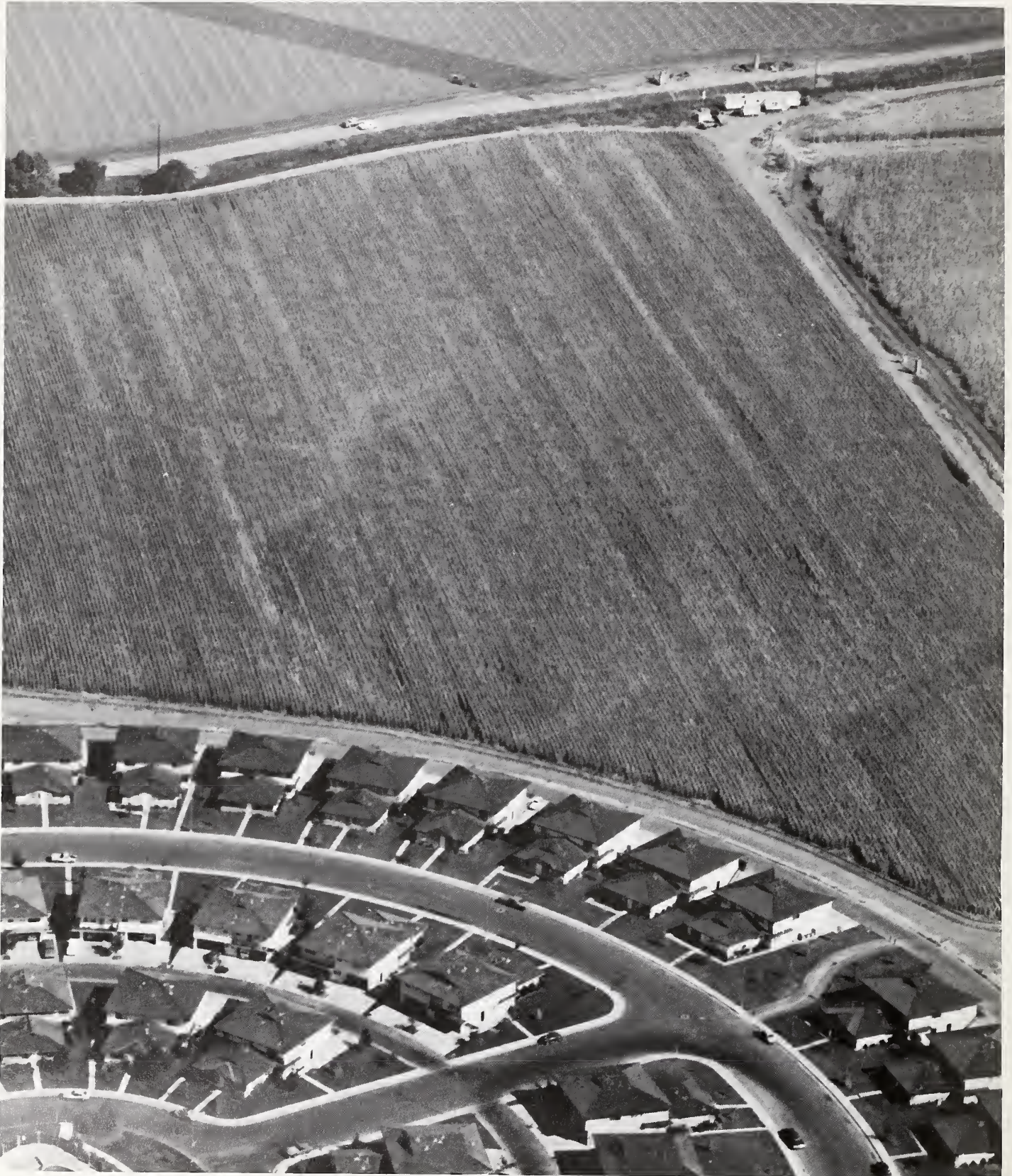
- An affirmative policy by land grant institutions to share information on current innovation with circuit riders and their communities.

- Building on the Oklahoma State University model, pilot efforts could bridge the public and university sectors and focus the skill of the Extension and the research community in support of circuit-riding technology agents, who are dealing with more specialized service delivery needs.

This would be community and rural development defined in a very direct and operational sense with the decisive factor being the joint participation of Extension, local governments, and circuit riders in training, information sharing, and research support activities.

(Editor's Note: For information on the circuit-rider packet contact Bob Lovan, SEA-Extension, CRD Staff, Rm. 5048-South Building, USDA, Washington, D.C., 20250 (202-447-5004). Also, Bonnie Tilson, International City Management Association, has conducted workshops and is developing a training package for agencies serving circuit riders, (202-828-3685.) □

Disappearing Farmland— A Kentucky Quest



Going . . . going . . . It's not gone—but Kentucky's farmland has been "going" for quite a number of years.

That's the concern of Michael J. Greene, research associate with two departments in the University of Kentucky College of Agriculture—the Department of Agriculture Economics and the Department of Rural Sociology.

Greene is using a mockup of the rural countryside to point out what has been and is happening to Kentucky's farmland.

The scale model layout starts with the initial farm tract, complete with house, barns, and other out-buildings that comprise a typical farmstead. He then adds the "encroachments"—new roads, shopping centers, subdivisions, and the like—and what's left is a graphic example of the "disappearing farmland."

Although involved in a National Agricultural Lands Study, Greene is looking specifically at what is happening to farms in Kentucky.

And when he displays the model countryside "it makes people take notice," he says. Greene has set up the display at the Kentucky State Fair, the Governor's Conference on Environment, and for the Kentucky Association of Conservation Districts. Each time "it has been a real eye-opener," he says.

"The past decade has been exceptionally hard on farmland not only in Kentucky, but across the Nation," says Greene. "The energy crisis has had a big impact on U.S. agriculture. Energy costs involving farm production have skyrocketed. That fact not only covers the cost of operating

farm machinery, but energy fuels are needed in the production of farming equipment. Many fertilizers and chemicals used on the farm have energy fuels as the basis of their manufacture—so all the costs have gone up."

But the energy crisis isn't the only thing that has affected farming. Fewer people are going into agriculture—many young people face the impact of inflation on the cost of establishing new farming operations.

The result—the U.S. farmer is older than he or she was a decade ago.

These problems and others facing agriculture were researched by the National Agricultural Lands Study group, in which Greene was a participant. The study, initiated by USDA and 12 other federal agencies, analyzed the factors contributing to reduced estimates of available farmland in the United States, as reported by the Soil Conservation Service in its 1977 national resource inventory.

"Urban sprawl" is a major culprit in the encroachment into the farmland scene. Ten years ago, urban sprawl—or movement of people from urban areas into suburbs and rural areas—was mainly noted in the large urban regions of the populous Northeastern United States, but it gradually spread southward.

Since 1967, 760,000 acres of productive Kentucky farmland have been paved over for urban use or idled in anticipation of additional urban sprawl. Green says the total acreage is equal in size to the combined areas of six Kentucky counties. The Kentucky Soil Conservation Service estimates that approximately a third of the total farmland loss was prime agricultural land.

"Loss of prime farmland in Kentucky, as in other states, is related to population growth," Greene says. Most of the Kentucky counties with the greatest percent loss of prime farmland also had the greatest percent gain in population.

A big question posed by the situation is "What can be done?"

"One thing that can be done to halt the disappearance of farmland is to develop programs to better manage growth and change," Greene says.

The farmland preservation programs in effect in other states are based on existing zoning regulations and tax mechanisms, which have been "fine-tuned" to protect farmland from urban sprawl, Greene says.

"Since these basic programs already exist in Kentucky," he says, "local communities already have available to them the elemental tools for farmland preservation."

Greene stresses the importance of the public's realizing the need to preserve farmland and that efforts to assure preservation lie at local levels.

He noted also that much of the Nation's economy is dependent on agriculture. "That's the main reason we must be concerned with our disappearing farmland and with the preservation of that farmland.

"But we should also be concerned about our heritage and our family ties to the land," Greene says. "Every day, with each new subdivision, highway, or industrial park, we lose a little more of where our strength comes from." □

County Communications— Western Style

*Betty Fleming
Communications and Family
Education Program Leader
Washington, D.C.*

An Extension agent needs communications skills, both to develop programs and let the public know about them. Extension offices serving three western cities—Las Vegas, Phoenix, and Dallas—have additional help to meet their communications needs. They have communication specialists!

Las Vegas

With a population of 465,000 and a throng of 4 million tourists from all over the world each year, Las Vegas offers a real challenge for the Clark County Cooperative Extension Service, located 1 mile south of the "Strip." Jack Wise, county communications specialist for 13 years, helps the 41 other county staff members meet this challenge.

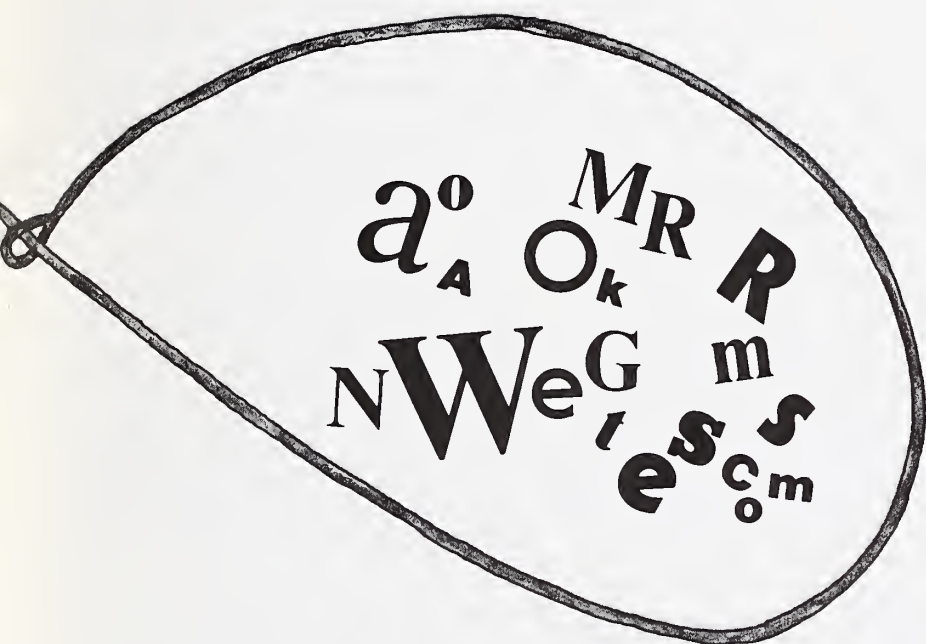
"Jack provides built-in communications training support for our agents," says Dick Bitterman, agent-in-charge. "We're more visible—we're more effective because of Jack," he says.

To support the work of the Clark County staff, Wise, a former agriculture agent himself, maintains media contacts, trains agents to use the media, writes news releases, and produces radio tapes, TV visuals, and slide sets. But, perhaps Wise's most important contribution is that he encourages other agents to include communications in their program planning. And county home economics agents see this as a plus in an urban setting like Las Vegas.

"Jack nudges me to do more TV and radio," says Dorothy Skovgard, Extension home economist. "When I came on this job a year ago out of college, he broke me in with the media. He makes you think there are no bounds to what you can do," she says.

"I do a monthly price index, checking prices on 50 food items at five supermarket chains. I report this, with Jack's help, to all the TV, radio and newspaper outlets in town," says Carla Fears home economist. "This even appears on evening TV news shows. When there's a radical change in prices, I'm often asked to do TV or radio spots. Jack sets those up for me and helps with TV visuals."





Katherine Everson, home economist and past president of the National Association of Extension Home Economists, has been on the Clark County Extension staff for 20 years. She sees Wise's contribution as an asset. "Visuals are a must with the vast number of textile finishes, fibers, and other information knowledgeable consumers need to know. Jack has been very helpful in designing and making these available for use with homemaker clubs and TV," she says.

Wise has also helped with special image-building programs. Among these are: *Solo-gram*, a singles' newsletter, partially financed by the Las Vegas Department of Recreation; two regular radio programs, a 30-minute talk show and a 1-hour call-in show; television spots; and Sunday newspaper supplement stories.

"There are a lot of steps that can be taken to make the urban agent's job more effective," says Bitterman. "And having a communications agent is one big step."

Phoenix

There are five Extension home economists in Maricopa County, Arizona, home of Phoenix and more than half the state's population. And they have two good things going for them—communications wise. Marsha Foerman splits her time between home economics and 4-H communication and home economics programming. She's been there 4 years. Bob Halvorson, a 25-year communications veteran and former agriculture agent, does everything from artwork to news writing, in addition to his photography, radio, TV, and liaison work.

Foerman's position is one the county office fought for, Ivan Shields, county director, recalls. "We had two county home economists who had their own media contacts and did their own stories. They wanted help in getting more visibility and reaching new audiences. The job evolved into an information position," Shield says.

There are 32 radio stations, 6 TV stations, and 58 daily, weekly, and monthly publications in Maricopa County. Foerman and Halvorson work hard at keeping good contacts with them—a full-time job because of frequent personnel changes at media outlets.

Halvorson gathers information from the other specialists on staff and is a well-known spokesman for Extension on early morning radio and television shows in the county and throughout central Arizona.

Foerman selects a key topic for programming such as mobile homes, energy conservation, microwave cooking, or family money management and plans a campaign, using media and direct contacts to accomplish her goals.

Sometimes, the high visibility on these programs results in a landslide effect. Six hundred people attended microwave meetings, and Foerman is planning a new series, featuring small groups hosted by someone with a microwave oven. To supplement this, Foerman is writing a series of stories on microwave cooking for local papers.

"Microwave cooking is big here because it's so hot and the microwave is an energy efficient way to cook without heating up the house," says Foerman. "Also, retired people—those who cook for one or two—and working women favor the method."

In addition to her own selective programming efforts, Foerman supports other home economists on the staff by doing regular news releases, radio spots, and occasional feature articles.

Foerman, Halvorson, and others on the staff are concerned about Extension's image in urban areas. "They used to see us as a recipe service," Foreman says. "Now, we direct them to the library for most recipes. Our Extension county home economics programs give priority to such areas as nutrition, managing family resources to fight inflation, inter-family relationships, and child development."

But it is getting harder to get urban media coverage of rural stories, Halvorson says. "When I want to get a story in the Phoenix paper, I send it to Tucson," he laughs. "It then goes to the wire service and comes back to Phoenix."

Every year, the whole office works on a Science Open House in which several nearby USDA agencies and Extension open their doors to the public. "We have a new angle each year," says Foerman. "The main purpose is to educate local high school and college students and their families about science careers and current research. Last year, more than 1,000 people came," she adds.

With Maricopa County Extension's growing staff—70 at last count—there is an increasing need for better internal communications. Halvorson says that agents don't inform him of upcoming meetings. "Half the time, if I want to know what's going on, I have to go to their meetings. And then, it's too late to publicize it," he says.

Both Halvorson and Foerman say they would benefit from improved internal communications in their work. It's an item on the agenda

Dallas

Next city on our western tour is Dallas, eastern anchor of the 3-million population Dallas-Fort Worth "Metroplex." Dallas' population is well over 900,000 and Texas now records 14.1 million citizens.

Harold E. Clark is the area communications specialist for the Extension staff at Dallas' Texas A&M University Research and Extension Center. He also supports the staffs of 50 Texas counties. Most of the 18 Extension staff members at the center work in area or state specialist positions.

Judy Edwards, for example, is a District Extension Director, covering the eastern part of the North Central District. She supervises the work of 37 agents—both agriculture and home economics—in eight counties, including Dallas.

With Clark's help, Edwards prepares high visibility home economics programming, which helps nearby Extension staffers, for the research center, and for Texas A&M.

A program Edwards piloted recently, "How To Be A Texan Crash Course," introduced newcomers to the foods, clothing, language, vegetation, and climate of Texas. Newcomer clubs, companies with new employees, and the Chamber of Commerce were contacted. Clark assisted with radio, TV, and newspaper coverage. There were three meetings in the series, and about 400 people attended each night.

Edwards and Clark also teamed up to do a pilot series of "Bread Fairs" with the Wheat Flour Institute. Nearly 800 people came to the Dallas field house where they lined up to learn how to make a loaf of bread.

To kick off this event, Edwards and Clark held press conferences in both Dallas and Fort Worth. They invited media representatives to see a live demonstration of "breadmaking in a bag" and eat a light lunch served with Texas wine. More than 35 media people came, many of them brought by local agents. Media packets were distributed and many stories resulted.

"A key to the success of these programs is agents' involvement," says Edwards. "We couldn't get the media people to a press conference without the good groundwork they lay with their personal contacts," she says.

Clark also helps prepare *Centerview*, a newsletter containing input from both the center and Texas A&M. It's sent to 1,000 people in Dallas and Fort Worth.

Although Clark prepares about 200 press releases each year and many radio public service announcements, his philosophy is: if the media do the story they'll use it. Therefore, most of his efforts are designed to encourage media to do their own stories.

Are *Extension Review* articles on communications options like these in the West useful to you? Let the author know. Contact her at SEA-Extension, Family Education, Rm. 5416-S, 14th and Independence Ave., Washington, DC 20250. □

Handbook Simplifies Law for Chancery Clerks

Barry W. Jones
Mississippi Cooperative Extension Service
Mississippi State University

The old, brick courthouse dominates the square of the small, Lexington, Mississippi trade center, which serves a county covered two-thirds by hills and one-third by delta.

One wing of the imposing structure opens into a deep, wide room. To the right, through a waist-high glass window, is the office of Joe Moore, chancery clerk of Holmes County.

Moore's office exists by virtue of state legislation. The diversity of extensiveness of the functions state statutes dictate to this office, along with 81 similar county offices, make it one of the most complex in Mississippi county government.

The statutes, intended to both charge and guide the duties of the chancery clerk, have been passed down by the state legislatures for more than 100 years. By those holding the office they are called "the code," and it can, as one newly elected clerk describes wistfully, "makes a man feel lost."

The Handbook

On a warm, late spring afternoon, Moore sits behind his desk leafing through a reference book that had rested on a shelf within arm's reach of his desk. Moore says he uses the *Mississippi Chancery Clerk's Handbook* frequently to find his directions to "the code."

The handbook is an appropriate symbol of a new day in Mississippi local government when chancery clerks, like many other locally elected officials, are seeking, achieving, and demonstrating professional improvement to their constituencies.

It also serves as a published example of a new role for the Mississippi Cooperative Extension Service (MCES). Through years of work and through local county governments

in carrying out traditional Extension educational programs, people in Mississippi local government are now calling on MCES to provide educational programs that will help them govern better.

The handbook was developed by the Center for Governmental Technology at Mississippi State University (MSU), a special projects office within the Mississippi Cooperative Extension Service (MCES). It was researched, written, and printed by staff members of the Mississippi Judicial College and MCES.

"The Chancery Clerk's Handbook, in addition to being a reference publication, is an organization and shortening of the code," says Kathy Sage, an MSU program assistant who edited and wrote parts of the handbook.

Chancery clerks are elected and must learn their new duties on the job. "It is impossible for new clerks to have any background in the kinds of duties chancery clerks perform," Moore says. "Not even a person with a law degree could imagine the variety of duties that comes with the job. If a new person gets bogged down in the first few months, it may take him or her years to untangle the mess," he says.

Moore worked up to 80 hours per week his first year in office, spending 30 to 40 percent of his time looking up and studying parts of the code.

Newly elected clerks Bob Freeman and Thomas Tolliver, Jr., echo Moore's view. Freeman is chancery clerk of Greene County, Tolliver of Wilkinson County. Both are advocates of the handbook, which has eased the anxiety of their early days in their new positions.

Freeman picked up his Handbook last fall at a workshop for newly

elected clerks and found it the only resource that could give him insight into the clerkship before he took office. "The previous administration didn't let us in even one day before we took office, and on our first day, people began asking us questions. We were just about as lost as we could be," says Freeman.

"People would come in and ask for my advice," Freeman says. "I could find things pretty fast because I had gone through the Handbook and marked the things I needed to know in order of priority."

Tolliver has used the Handbook as a rapid reference and to help him establish fees for the oil, gas, and mineral leases that his county is heavily involved in. Tolliver, a former teacher, also uses the Handbook when called upon to explain the workings of county government to high school or junior high students.

Irl Dean Rhodes, chancery clerk of Rankin County since 1964, uses the Handbook primarily as a textbook for training and refresher courses for his nine deputy clerks. "We meet once a week and try to read through at least one section of the Handbook," Rhodes says.

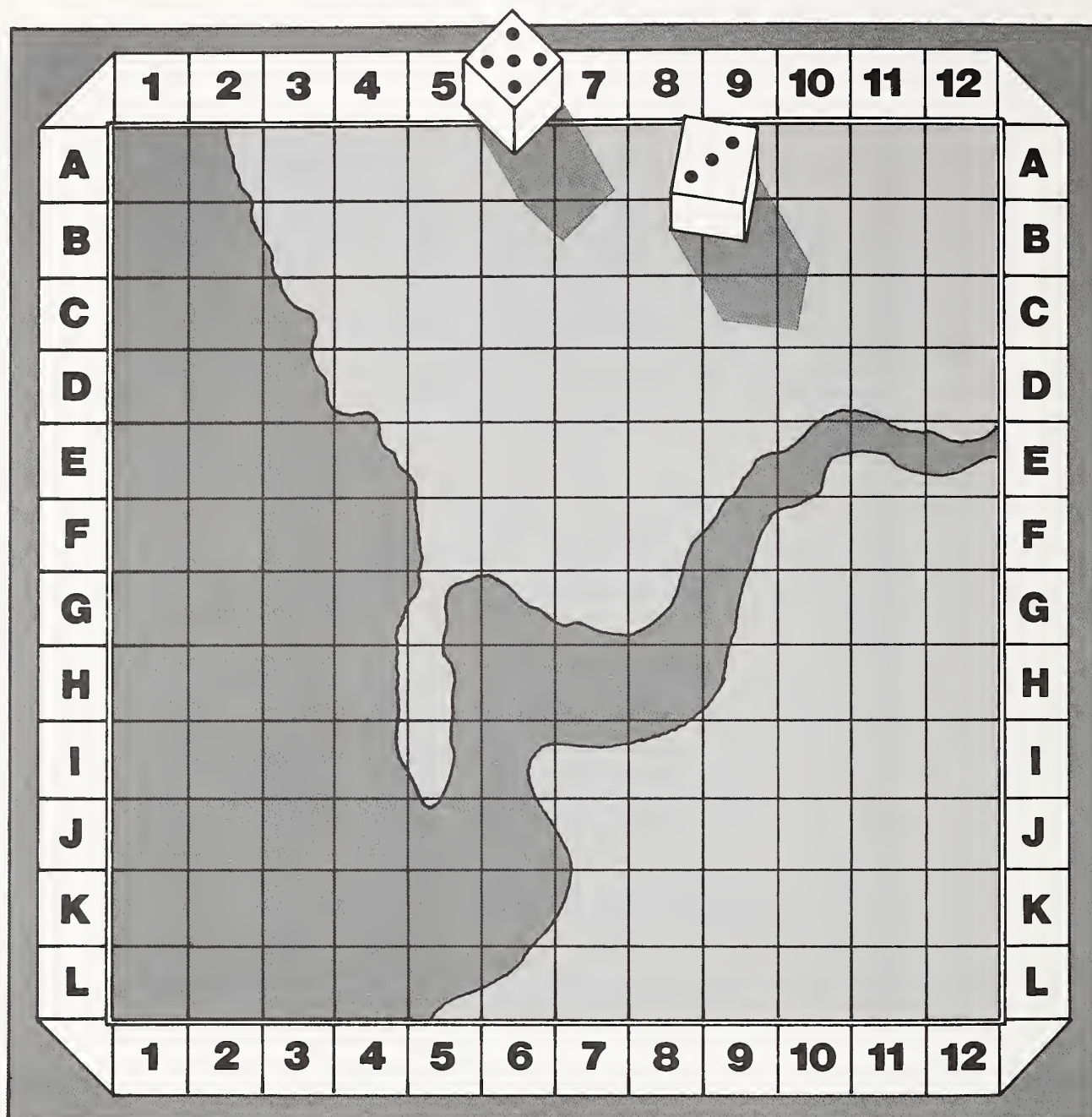
A personnel program for the Rankin County government has been established by Rhodes' office from guidelines and procedures listed in the Handbook.

The *Mississippi Chancery Clerk's Handbook* was born from a request made by Jerry Clayton, Lee County Chancery Clerk, when he was president of the state clerks' association.

Now, each Chancery Clerk's office in the state has at least one copy of the Handbook. It is proving its worth as a reference work, and for some clerks, like Freeman, Tolliver, and Rhodes, it has served as a source book for widely ranging projects. □

Community Planning—A Trade-Off

Leonard J. Calvert
Communication Specialist
Oregon State University



If you hear an Oregon State University (OSU) Extension Service specialist say "let's play a game," don't expect pick-up sticks. They're about to involve you in an exercise that challenges the way you think.

When it comes to public policy and social issues, there are as many answers as there are people involved. Each brings his or her own values, beliefs, and experiences to the discussion. Each may even believe there's only one right answer.

However, as Extension educators know, there seldom is only one answer. The teacher's task is to get people to see the question through the eyes of others and then get them to agree on a solution that best meets individual and community needs.

Gaming techniques are helping Oregon Extension staff members do just that.

Land-use Planning

Land-use planning concepts are taught with a simulation game called "Trade-Off." In development for more than 3 years, "Trade-Off" challenges the players to develop a community that's healthy "environmentally, economically, and socially."

Charlotte T. Harter, Extension economic education specialist and director of the OSU Center for Economic Education, says that "farmers, business people, local planning officials, homemakers, and others who have played the game find that developing a healthy community is harder than it sounds."

For instance, groups in two Oregon counties put together their communities only to find they had forgotten to provide for schools, fire protection, and in one case, sewers, even though they agreed upon such issues as protection of farmland industrial development areas.

Each game is different, notes Harter, one of the game developers and leader of many gaming sessions, "because the players bring their own values to the roles they play."

And the roles may be very different from those they play in real life. Real estate developers find themselves serving as planning commissioners, homemakers become industrial developers, and a farmer may play banker.

The game forces them to look at development differently, and the players begin to understand not only what's involved in land-use planning, but also why it's important and

why it's difficult to agree on how an area should develop.

OSU's game involves a board that may be used to simulate a coastal, valley, or high plains area. Each player starts the game with \$10,000 in play money. In the first round, players buy and develop land without rigid controls, much as happens historically. Development is subject to economic, environmental, and natural hazards.

Unique to this simulation are reports on the impact of players' action on the community's economy, including income and jobs.

In the second, and subsequent rounds, players continue to buy and sell property and decide on development. However, any player may challenge a proposed development and may even force the planning commission to hold public hearings. The game continues in this vein through succeeding rounds.

Development

Several people and agencies assisted with the production of "Trade-Off," their interest sparked in part by Oregon's state land-use planning laws.

Begun by a graduate geography student with a small grant from 4-H Community Development funds, the game involved Extension geographers and resource economists in its development. Additional funds came from Chevron, the 4-H Community Development program, the Oregon Council on Economic Education, and the Oregon Department of Land Conservation and Development through an implementation grant under the Coastal Zone Management Act of 1972.

Newer Game

Like "Trade-Off," a newer OSU game, "Sex and Aging" also spurs a lot of discussion among the players. In fact, that's the main purpose of the game, explains Vicki Schmall, Extension gerontologist who led in the development of the game for 2 years before its final production.

"The idea is to get people to talk about their reactions to everyday situations involving older adults and sexuality, to help them understand their own attitudes and beliefs," she explains.

The player draws a card from one of four stacks labeled "crisis and conflict," "relationships," "daily challenges," and "issues." Then the player reads the card aloud and tells what he or she would do if faced with the real-life situation described.

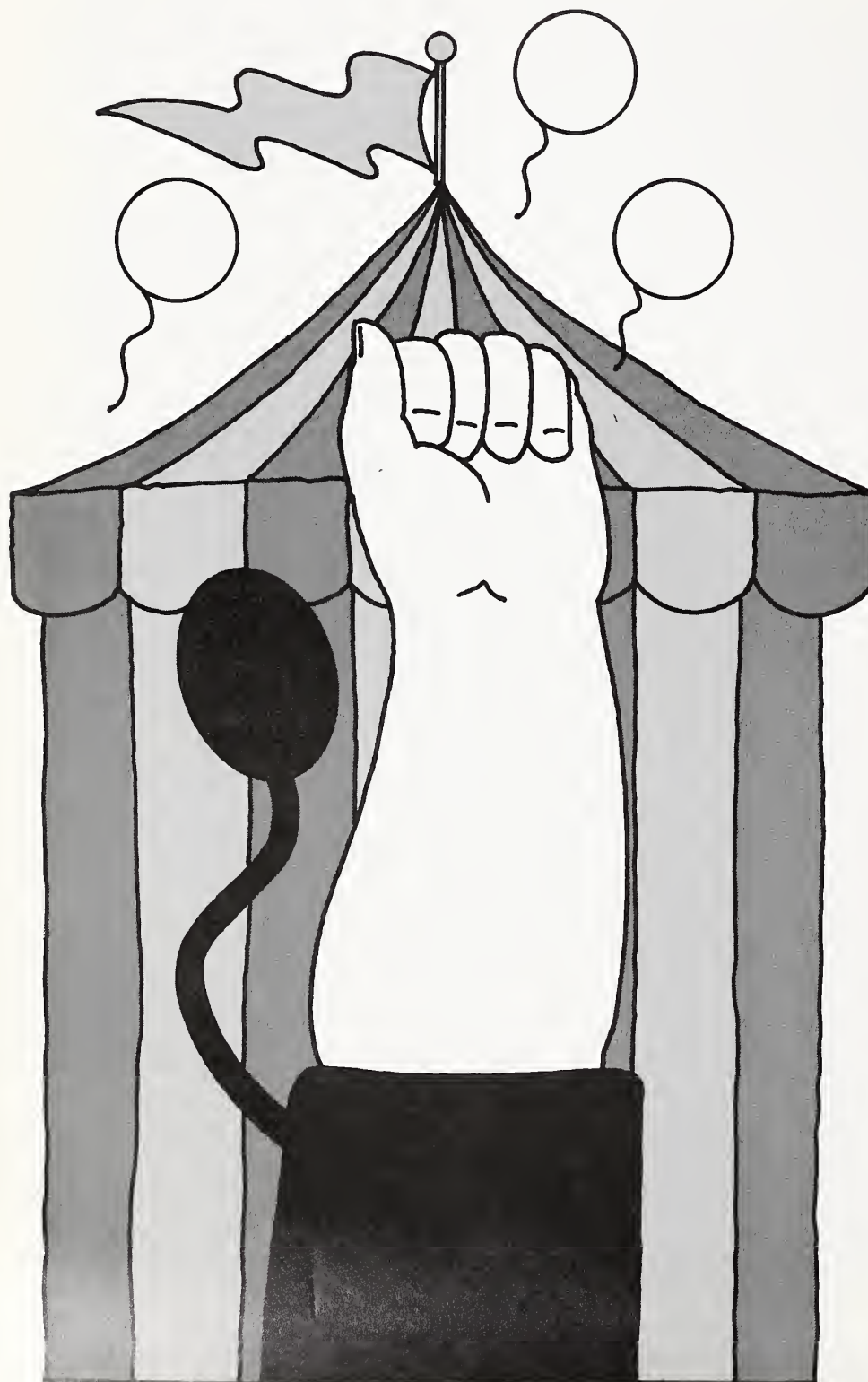
Schmall has found the game to be a useful tool in workshops and meetings of people who deal with the aged because it stimulates active participation.

People are more willing to discuss a particular situation in a game setting "because the example is impersonal," Schmall says. "They aren't talking about themselves, their relatives, or their clients."

Both of the games are copyrighted and for sale. For additional information, write to Trade-Off, or Sex and Aging, Extension Service, Oregon State University, Corvallis, OR 97331. □

Nutrition Fitness Fair: A Community Gets Involved

Ernestine Ivans
Home Economist, Tulare County
University of California



How do you make a community aware of health and fitness? You get it involved. And, that's just what the Tulare/Kings Nutrition Council members did.

This group of health professionals coordinated the biggest event of its kind ever held—a Fitness Fair which involved participants from all parts of Tulare and Kings counties in California.

The Tulare/Kings Nutrition Council includes nutritionists, dietitians and others interested in community nutrition. Among the membership, 13 different agencies, organizations, and hospitals are represented. The purpose of the council is to provide better nutrition and health habits for the residents of Tulare and Kings counties.

At the time of its coordination, the Fitness Fair seemed an enormous undertaking for the small group, but they were determined. They had tackled projects and problems before and had succeeded.

Now it was time for the council to expand by reaching out into the community to get others involved in nutrition education. The Fitness Fair would focus on preventive health care measures. The theme would

spotlight the problems of heart disease and obesity in the Tulare and Kings areas.

A study of the Tulare County social profile cited heart disease to be a leading health problem. The problem of obesity in children and adults in the two counties appeared to exceed the national figures. This had been a concern of health professionals for some time. Through the Fitness Fair, the Council sought to promote behavior change that would lead to improvement in health and well being.

To accomplish this goal, the Fitness Fair had to present an opportunity for individuals in the community to participate in "learn-by-doing" activities. Participants would learn how to eat healthfully, be enlightened consumers, and adopt a fitness activity into their daily life.

How the Community Got Involved

Weekly meetings were held at the Tulare County Cooperative Extension office in Visalia months in advance of the fair. Members visited local newspapers and radio and TV stations to promote the coming event. Businesses, nonprofit organizations, advisory boards, and local schools received flyers explaining the big day. Everyone in the community was becoming involved.

The numbers of people committed to work on the project kept growing. Representatives from the YMCA, Junior Women's Club, 4-H, The American Heart Association, KONG Radio, the Tulare County Health Department, hospitals, and other organizations were recruited to plan and make the Fitness Fair a success.

With this increased work force making contacts and getting others involved, the participants soon proliferated to include: Elementary school board members, elementary school students and band members, 4-H members, local service club members, senior citizens, local business people, and others from different non-profit organizations.

Tulare County Cooperative Extension sought publicity for the fair through newspaper feature articles, radio public service announcements and interviews, and a local TV news feature. The Tulare County Cooperative Extension Home Advisor newsletter carried the notice a month in advance to 5,000 members on the mailing list.

The Big Day Arrives

The Fitness Fair was a fun-packed, information-filled day of activities to promote fitness and health. A "fun run," complete with trophies and awards, began the day. More than 250 runners participated in the run sponsored by the YMCA. A children's theater, staffed by 4-H junior leaders, provided films, talks, and shows on nutrition and fitness.

Other activities included cooking demonstrations, fitness demonstrations, square dancing, karate, senior citizen's disco, and aerobic dancing. Speakers from the Cooperative Extension staff gave workshops on "nutrition and the athlete" and "the dangers of stress and how to reduce it." A puppet show encouraged children to practice good nutrition habits.

Businesses and non-profit organizations participated in providing information on good health. To encourage better dental health, the

Dental Association held a toss-for-floss contest. An underwater-body-weighting tank was set up to check lean body mass. The local Fire Department demonstrated CPR equipment and taught the use of pulmonary resuscitation. Various fitness tests, including blood pressure checks, alerted participants to possible health problems. Sensory food testing was also conducted. The Status of Women Organization surveyed Fair attendees to get at some of the health needs of county residents. To round out the big day, dietitians and nutritionists were on hand to answer questions and hand out nutrition information and recipes.

Elementary school bands scheduled throughout the day provided music to welcome participating crowds, a local restaurant prepared and sold "nutritious" snacks, sandwiches, and beverages. Door prizes and awards donated by local merchants were presented on the half hour throughout the day.

Success For All

People from all parts of Tulare and Kings Counties attended, and more than 1,000 people participated in some way. Over 200 elementary school students entered the poster contest with their own artistic renditions of a nutritious snack. The number of commercial and nonprofit information booths represented 30 different business agencies and organizations.

Now that the Fitness Fair is over, the Council is busy planning next year's event to be even bigger and better. Getting the community involved paid big dividends—to both the council and the health and fitness of county residents. □

Common Cents Workshops

Betty Eyster
Extension Home Economist
Arlington County, Virginia



Mary Ann Hewitt, right, Montgomery County Extension home economist, explains a budgeting technique to a workshop participant.

Reaching USDA employees with information is a challenge. You often compete with many other agencies and organizations that are all trying to get some "essential" message to their target audience—USDA employees.

Despite these problems, members of the Metropolitan Extension Council (MEC)—composed of Extension home economists from Virginia, Washington, D.C., and Maryland—wanted to alert USDA employees to the fact that Extension has good, valid money management information to help them fight inflation, and, in the process, raise the awareness level (visibility quotient) for Cooperative Extension Home Economics and SEA-Extension in the Department.

Money Management

The Council developed a series of two "Common Cents Workshops" on money management for USDA employees during National Consumer Education Week last fall. They had successfully pilot-tested the workshops with SEA employees.

SEA-Extension Family Education staff and MEC teamed up with the Agricultural Federal Credit Union to sponsor the "Common Cents Workshops." A display, flyer, and an article in the *Ag Reporter*, a USDA house publication, got the word out to employees. In addition, key representatives from 10 agencies promoted the series to their agency employees. These representatives had attended the pilot sessions and said the "Common Cents Workshops" were excellent.

Approximately 230 USDA employees from several agencies attended the two workshops. Mary Ann Hewitt, Montgomery County, Maryland, Extension home economist, conducted the meetings, which focused on family budgeting and important papers and credit.

Feedback

The feedback sheets filled out by participants at the second session were enthusiastic. Many went out of

their way to say thank you or express appreciation in other ways. "It was a good thing to see other people concerned about money management," commented one participant. "Sometimes you feel alone looking after the loose ends in budgeting, economizing."

"I wish this type of workshop had been available earlier in my marriage," said another participant. "I could have avoided many errors."

Of the 113 people who completed feedback sheets, 63 said the credit information was most helpful to them. Twenty-eight people said the budgeting information was the most useful topic covered.

Sixty-four people said they'd definitely contact Extension for more information. Many others said they might contact Extension at some future time.

After the "Common Cents Workshops," the head of the credit union of the Beltsville Agricultural Center called to ask how they could hold similar meetings for employees there.

MEC members feel they gain from combined efforts such as this one. As one said, "It's great in-service training!" All the MEC members have related activities going on in their counties and cities. And their efforts are shared nationally through this article and through a packet of program materials developed for the "Common Cents Workshops" pilot project, which was distributed to all state leaders of home economics. □

An Extension Role in Occupational Health and Safety?

Hans H. Johnson
Health Educator
and
Rodney D. Peterson
Economist
Colorado State University

Since its inception, Extension has demonstrated a serious interest in the health and safety of rural citizens.

Today's expanding agricultural and industrial technology, with its accompanying myriad of new health and safety hazards, underlines the necessity for maintaining this interest. Extension has an important role to play in developing good information and technical assistance in the area of occupational health and safety (OHS).

Many of Extension's programs are designed to assist the agriculturist and rural citizen in adjusting their internal operations for making maximum use of today's expanding technology.

There is little that Extension education can do today without raising questions and concerns related to impacts on human health, safety, and welfare, or on general environmental quality. In fact, it is difficult to identify an Extension program that does not and/or could not have a health or safety dimension.

In 1970, the Occupational Safety and Health Act (OSHA) was passed "to assure so far as possible every working man and woman in the Nation safe and healthful working conditions and to preserve our human resources."

Little consideration was given in the Act to small firms and agribusinesses with less than 100 employees. These companies do not have the resources to hire experts or to implement health and safety programs, even though an estimated 60 percent of the Nation's work force is employed by small firms, many of them located in the rural sector.

Kellogg Grant

In 1977, the W.K. Kellogg Foundation awarded a 5-year grant to the Institute for Rural Environmental Health at Colorado State University (CSU). The grant's purpose was "to demonstrate a land grant university's capability to deliver occupational health and safety education and consultation services to agriculture and small business."

A major part of the project is to determine a cost-effective means of delivering OHS services to small companies. As the project continues, careful records of costs and results are being maintained, and alternative methods of providing OHS services are being studied.

The first approach investigated by program staff for delivering such services to small businesses and agriculture was providing on-site consultation services. Small business operators were asked, via a variety of promotional techniques, to call or write the program staff to obtain a free consultation visit. Only the plant sites of those business owners or managers who have made requests receive the OHS service.

During 1978 and 1979, 70 small agribusinesses were served. A safety engineer and an industrial hygienist met with the owner or manager, then conducted a walk-through inspection of the workplace environment.

Significant problems were identified, catalogued, and pointed out to workers and management. These included unguarded machines, faulty wiring, and probable harmful airborne materials. If harmful gases, vapors, noise, or aerosols were present, sampling was performed with technical equipment to assess the potential exposure hazard to workers.

The cooperating plant manager received a report detailing hazards and specific remedies to relieve those problem areas. In addition, a questionnaire included with the written report sought opinions from the plant manager. Responses indicate that the survey teams were courteous, professional, and helpful.

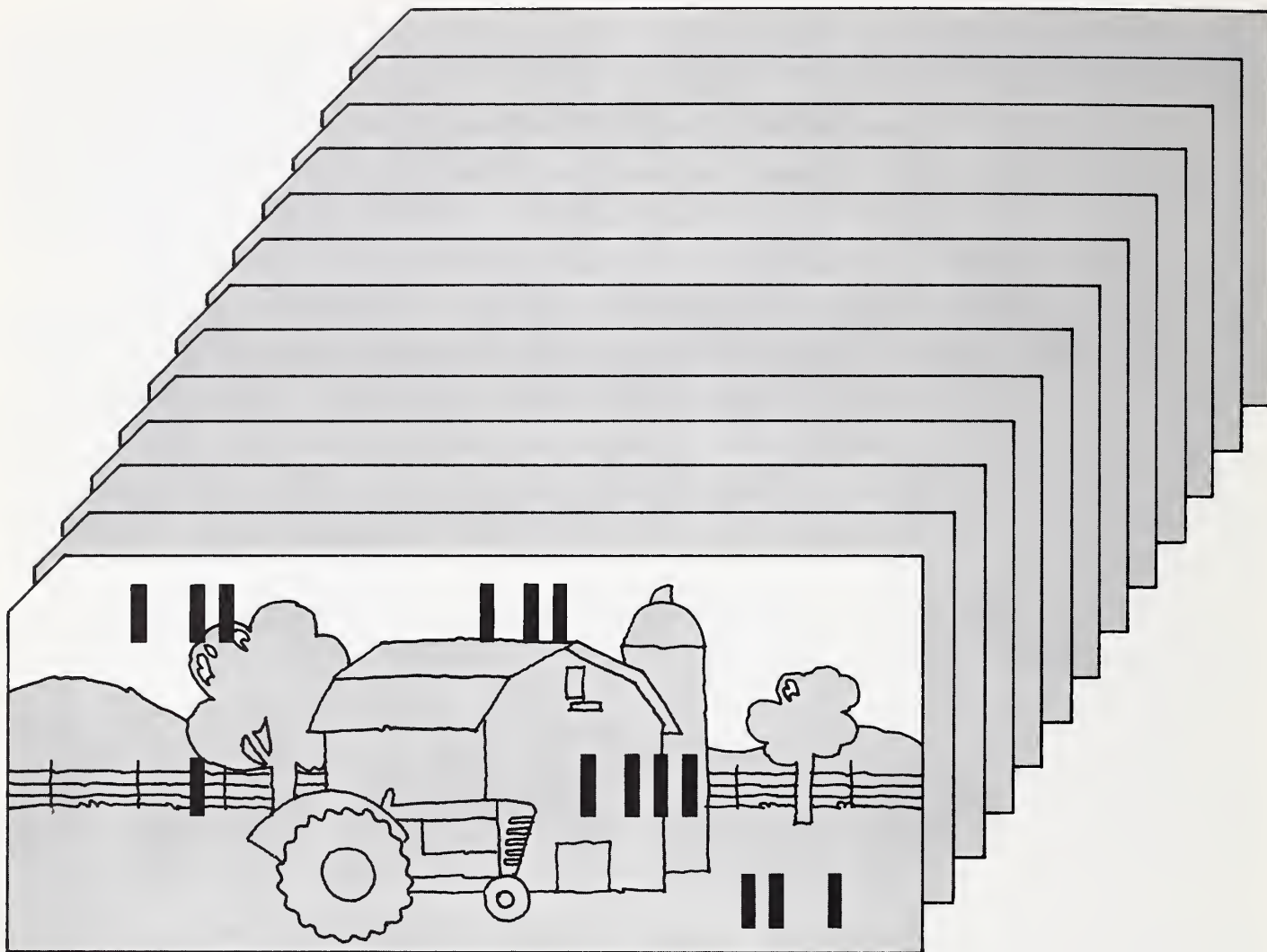
Follow-up

Approximately 1 year after submission of the initial written report to the cooperating plant manager, another follow-up questionnaire was sent. This inquiry probed the extent of identified hazards reduction. Preliminary results suggest that nearly all of the hazards have been corrected. In addition, an indication was sought of a reasonable fee a plant manager would pay for such health and safety consulting services. An average of \$250 for one visit was reported.

The primary purpose of the Kellogg project is to determine the feasibility of Extension providing OHS services to small firms in rural areas. On the basis of the study's results so far, it appears that a subsidy of approximately \$600 would be necessary for each OHS consultation. This \$600 balance against the potential thousands of dollars lost to worker illness and injury—in the form of loss of wages, productivity, good health, work time, skilled workers, and of higher medical and insurance costs—is a small price to pay. □

Computer Lists Target County Mailings

J. J. Feight
Agricultural Editor
North Dakota State University



Dale Siebert, Ransom County Extension agent, North Dakota, had a problem common to many county Extension agents—the continual hassle of keeping mailing lists updated.

"No single source of information about mailing lists is available except from the producers themselves," Siebert said in his "Search for Excellence" presentation at the 1980 annual meeting of the National Association of County Agricultural Agents.

"Since most of my county mailings are done on a commodity basis, I was particularly interested in having a producer list for each commodity. This would eliminate the need to send unnecessary material to those having no use for it," he said.

Economical Approach

Siebert also wanted to find a fast, economical way of addressing envelopes for bulk mailings. Most available addressing systems are costly, in both initial purchase and in making necessary changes and corrections. Many still use stamped, metal plates, which are expensive to maintain and change (up to \$5 a plate). Because of the cost involved, many envelopes were hand-addressed—another costly and time-consuming task.

Compiling accurate mailing lists was Siebert's first challenge. After weighing alternatives, Siebert decided the easiest way was to ask one volunteer in each township to correct and update a list of producers from that township. The most recent county atlas supplied a list of names for each township.

Siebert developed a form so that all each producer contacted had to do was to check the commodities raised opposite his or her name. Each township volunteer also deleted any names of producers who had stopped farming and added new farmers not listed to the bottom of the list.

Originally concerned over the response he would receive, Siebert reported that "we received a 100-percent return from all the townships in the county."

From the completed township questionnaires, Susan Froenks, office secretary, compiled a complete list of county farmers and a commodity selective list of producers by crop or livestock enterprise.

Once these mailing lists were completed, Siebert researched a better method of addressing envelopes. After contacting several office supply companies, he decided the cost of additional addressing machines was beyond his county budget limits.

Computer Program

Siebert next contacted F. Charles Humphrey, assistant director for communications for NDSU Cooperative Extension, and D. J. Miller, CES coordinator of programs and staff development, to explore the possibility of using the NDSU computer to print mailing labels transferable to envelopes.

Miller and Carol Tschakert, computer programmer, indicated that such a program was both economically feasible and possible. However, a computer program for the project needed to be developed.

Commodity groupings included small grains, beef, sheep, hogs, dairy, sunflower, corn, irrigation, sugarbeets, and potatoes. Also included was the *Courier* (Extension Agricultural Economics) newsletter. The county 4-H, homemaker and community development mailing lists were also revised and entered into the program later.

Each producer was assigned an identification number, and a computer card then was punched for each individual. Once this material was programmed into the computer, a printout was checked for mistakes and duplication. The whole process took several months to finish.

"However, since this was a trial program," said Siebert, "there was no cost to the county, which certainly fit into my budget." Siebert updates the lists every 2 years.

"Since completing the new mailing lists, the amount of mail returned with wrong or incorrect addresses has been reduced to practically zero," said Siebert. "One or two sets of mailing labels are kept on hand for each commodity, so there is no unnecessary waiting time for printing."

Savings

Siebert figures the cost of the computerized labels is about ½ cent a piece. "This system is fast, efficient, and economical. Unnecessary mailings are avoided, and our county office saves both postage and time in preparing bulk mailings," said Siebert.

The McHenry County Extension office has adopted a plan similar to that developed by Siebert with similar results. Mailings now take less than half the time as before. Emmons County uses computerized mailings lists to reach 4-H leaders in addition to commodity groups. They update their leader lists every year in the fall after new 4-H clubs are formed.

One area agronomist is also using computer listing in a six-county area, and all pesticide certification lists in the states are computerized. □

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